

# Experience: Introduction to Inner Voice (Fall 2010)

Experience type: Immersion

## Planning this Learning Experience: Outcomes and Scaffolding

*This is a reminder of the outcomes and resources you generated when you were brainstorming and selecting learning experiences.*

<b>Title:</b> Introduction to Inner Voice	
<b>Content/Concept Outcomes:</b> Metacognition Strategies: <ol style="list-style-type: none"> <li>1. ACITVE- aks questions, make connections, infere, track down important information, visualize, eureka.</li> <li>2. Clarifying</li> <li>3. Evaluating</li> <li>4. predicting</li> <li>5. prior knowledge</li> <li>6. purpose setting</li> <li>7. responding emotionally</li> <li>8. retelling or summarizing</li> </ol> <b>Skill Outcomes:</b> Differenece between retelling and recapturing the thoughts in their head.  Ability to identify how they are making sense of text.  Ability to identify when there is a comprehension breakdown.  Labeling, identifying and linking what is going on in their head to a strategy.	<b>Resources:</b> Chirs Tovani (CCIRA)  <u>Book Whisperer</u> by Donalyn Miller  Nancy Steinke  Harvey Daniels

<b>Brief Narrative describing the learning experience and its purpose</b> We want students to dig deeper into text, beyond the surface. We want students to be able to recognize how they make sense of text so they can apply that in the future to more difficult text and become more strategic readers. Last, we want students to be more self-directed - notice when they have a breakdown in comprehension and know how to repair on their own.
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*Which standards will you address in this learning experience? How will you deconstruct the standards into Learning Targets that use specific student friendly language? What assessment methods will determine whether students have achieved them?*

Academic Outcomes: Content, Concepts, Skills and Processes of the Academic Discipline(s)		
<b>Standards:</b> <b>Standard 2:</b> Reading for All Purposes	<b>Learning Targets:</b> <b>LTLT 1:</b> I can be metacognitive (thinking about my own thinking) while using the reading	<b>Possible Assessment Methods:</b> Formative: Reader's Notebook then Blog

<p>1. Understanding the meaning within different types of literature depends on properly analyzing literary components</p> <p>1a. Use different kinds of questions to clarify and extend comprehension</p> <p>1e. Draw a conclusion from text and provide details to support the answer</p> <p>2. Organizing structure to understand and analyze factual information</p> <p>2a make/confirm/adjust predictions, make inferences, and draw conclusions based on text structures</p> <p>2b Determine author's purpose based on organizational structures, text features, and content</p> <p>3. Word meanings are determined by how they are designed and how they are used in context</p> <p>3e. Make connections back to previous sentences and ideas to resolve comprehension issues.</p> <p><b>Standard 3:</b> Writing and Composition</p> <p>3.1 Individual and group research projects require</p>	<p>comprehension strategies.</p> <p>This means, I notice when text doesn't make sense and use an appropriate fix up strategy.</p>	<p>Student to student feedback</p> <p>Summative: Bimonthly Inner Voice Assessments (teacher given articles leveled to reader ability and tied into Social Studies or Science topics)</p>
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obtaining  
information on a  
topic from a variety  
of sources and  
organizing it for  
presentation

1e. Select and organize  
information, evidence,  
details, or quotations that  
support the central idea or  
focus

3.2 Writing  
informational and  
persuasive genres  
for intended  
audiences and  
purposes require  
ideas, organization,  
and voice develop

c. Write to pursue a  
personal interest, to  
explain, or to persuade

**Standard 4:** Research and  
Reasoning

2. Assumptions can  
be concealed, and  
require  
identification and  
evaluation

2a. Accurately identify own  
assumptions, as well as  
those of others

2b. Make assumptions

3. Monitoring the  
thinking of self and  
others is a  
disciplined way to  
maintain  
awareness

<p>3a. Determine strengths and weaknesses of their thinking and thinking of others by using criteria including relevance, clarity, accuracy, fairness, significance, depth, breadth, logic, and precision</p> <p>3b. Take control over their thinking to determine when thinking should be questioned and when it should be accepted. (intellectual autonomy)</p>		
Literacy Outcomes: Reading, Writing, Listening and Speaking		
<b>Standards:</b>	<b>Learning Targets:</b>	<b>Possible Assessment Methods:</b>
Craftsmanship of a Medium Outcomes: Arts & Technology		
<b>Standards:</b>	<b>Learning Targets:</b>	<b>Possible Assessment Methods:</b>
Character Outcomes: Social Skills and Character Traits		
<b>Standards:</b>	<b>Learning Targets:</b>	<b>Possible Assessment Methods:</b>

*List the major steps of this experience with only enough detail to help in future lesson planning. Think of this phase as the outline of the experience.*

**Scaffold the Learning Experience to show the sequence of major steps**

1. Introduced the term Metacognition by breaking down into word parts
2. Mini Lesson on thinking about your own thinking
3. Teacher think aloud/model everyday after silent reading and during read aloud.
4. Students practiced in their Readers' Notebook -teachers provide formatvie feedback on what they were doing well and what they needed to improve on.
5. Display examples of students who achieved at meeting and expectations and going above.
6. Showed examples and non examples from former years.
7. Class created anchor chart on What makes an accomplished inner voice (using examples and non examples)
8. Practice,feedback, formal assessments, revisions
9. Moved from Readers' Notebook to blogs on blogger.com
10. Teacher feedback on blogs, student to student feedback on blogs using student created rubric.